| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| 1. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons |  |  |  |  |  |
| 1. Demonstrating language proficiency—communication in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines). |  |  |  |  |  |
| The beginning Russian teacher: |  |  |  |  |  |
| 1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message |  |  |  |  |  |
| 1. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events |  |  |  |  |  |
| 1. Knows how to communicate in the interpersonal mode (writing) in written exchanges on topics of general interest |  |  |  |  |  |
| 1. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on topics of general interest that deal with factual information |  |  |  |  |  |
| 1. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as book excerpts, news items, short stories, social notices, and reports on topics of general interest that deal with factual information |  |  |  |  |  |
| 1. Knows how to negotiate meaning in order to sustain an interaction |  |  |  |  |  |
| 1. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the speaker’s intent, and offering a personal interpretation of the message |  |  |  |  |  |
| 1. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s intent, and offering a personal interpretation of the message |  |  |  |  |  |
| 1. Understands the gist of conversational speech on a variety of topics of general interest |  |  |  |  |  |
| 1. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future tense |  |  |  |  |  |
| 1. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and by incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read |  |  |  |  |  |
| 1. Evaluates procedures for working with mathematics content in terms of validity, appropriateness, or rigor, or to identify special cases in which the procedure might be problematic |  |  |  |  |  |
| The beginning Russian teacher: |  |  |  |  |  |
| 1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones) |  |  |  |  |  |
| 1. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse |  |  |  |  |  |
| 1. Understands high-frequency idiomatic expressions and can infer the meaning of words and sentences |  |  |  |  |  |
| 1. Knows how to explain the rules that govern the formation of words and sentences in the target language |  |  |  |  |  |
| 1. Knows how to exemplify the rules with examples from the target language, such as verb aspects and tenses, case grammar, pronouns, agreement (such as subject/verb, adjective/noun), and interrogatives, both in terms of regularities and irregularities |  |  |  |  |  |
| 1. Knows how to identify and use pragmatic and sociolinguistic conventions and register (formal and informal forms of address) |  |  |  |  |  |
| 1. Knows how to identify similarities and differences between the target language and English |  |  |  |  |  |
| 1. Knows how to contrast syntactical patterns of simple sentences and questions with those of English |  |  |  |  |  |
| 1. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts |  |  |  |  |  |
| 1. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products |  |  |  |  |  |
| The beginning Russian teacher: |  |  |  |  |  |
| 1. Knows the three Ps: |  |  |  |  |  |
| 1. perspectives (such as attitudes, ideas, beliefs, and values) |  |  |  |  |  |
| 1. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) |  |  |  |  |  |
| 1. products (such as architecture, art, film, foods, literature, and music) |  |  |  |  |  |
| 1. Recognizes the value and role of authentic literary and cultural texts—such as children's books, narrative text, novels, poems, rhymes and chants, and songs—and usage of those texts to interpret and reflect on the perspectives of the target culture |  |  |  |  |  |
| **Cultural Knowledge Topics** |  |  |  |  |  |
| The following is a suggested list of topics that may appear in the Cultural Knowledge segment of the test. |  |  |  |  |  |
| This list is in no way comprehensive, but it provides an idea of the type of topics related to the diverse cultures of the Russian-speaking world that may appear in the test. |  |  |  |  |  |
| **Lifestyles and Societies** |  |  |  |  |  |
| In these questions, your knowledge of the way of life and customs in the Russian-speaking world will be tested. |  |  |  |  |  |
| * Commonly celebrated religious and public holidays |  |  |  |  |  |
| * Contemporary lifestyles |  |  |  |  |  |
| * Education |  |  |  |  |  |
| * Food |  |  |  |  |  |
| * Social behaviors and customs |  |  |  |  |  |
| * Traditional arts and crafts |  |  |  |  |  |
| **Sociolinguistic Elements of Russian** |  |  |  |  |  |
| These questions test your knowledge and understanding of appropriate language and expressions. Based on the language in a selection, it may require you to make inferences regarding social situations or the audience. |  |  |  |  |  |
| Customary usage of certain words or expressions to indicate register, such as the use of “*вы*“ as opposed to “*ты*.“ |  |  |  |  |  |
| **Literature and the Arts** |  |  |  |  |  |
| For these questions, you should acquaint yourself with the most commonly known works, authors, and trends in the Russian-speaking world. |  |  |  |  |  |
| * Architecture |  |  |  |  |  |
| * Literature and poetry (Bulgakov, Pushkin, Tolstoi, Turgenev) |  |  |  |  |  |
| * Music, including major composers and their work (Mussorgsky, Rachmaninoff, Rimsky-Korsakov, Stravinsky, Tchaikovsky) |  |  |  |  |  |
| * Painting and sculpture (Aivazovsky, Brullov, Kandinsky, Mukhina, Repin, Rodchenko, Tsereteli) |  |  |  |  |  |
| * Popular culture, including movies and performance artists |  |  |  |  |  |
| **History** |  |  |  |  |  |
| In these questions, your knowledge of the historical facts and background of the Russian-speaking world will be tested. This includes: |  |  |  |  |  |
| * Contributions of the Russian culture to the world |  |  |  |  |  |
| * Major events in Russian history |  |  |  |  |  |
| * Most important historic figures of Russia (Peter the Great, Catherine the Great, Lenin, Stalin) |  |  |  |  |  |
| **Geography** |  |  |  |  |  |
| Sometimes a culture question may involve identifying geographical features such as major cities, rivers, seas, lakes, or mountains. |  |  |  |  |  |
| Once again, test takers are reminded that these are simply areas, topics, events, and figures that represent the major categories that are covered. |  |  |  |  |  |
| **Test Sections** |  |  |  |  |  |
| The Listening Practice section, Section 1 (Listening) and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below. |  |  |  |  |  |
| **Listening Practice Section − Interpretive Mode: Listening with Cultural Knowledge** |  |  |  |  |  |
| This section allows you to listen to an audio selection in Russian and to practice answering questions based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that follows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way |  |  |  |  |  |
| **Section 1 − Interpretive Mode: Listening with Cultural Knowledge** |  |  |  |  |  |
| The selections in Section 1 are recorded. |  |  |  |  |  |
| In this section, you will hear a variety of selections, such as dialogues, narratives, and radio broadcasts, in Russian. Each selection is followed by six questions. |  |  |  |  |  |
| Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded. |  |  |  |  |  |
| After listening to a selection the second time, you will see six questions presented one at a time. You will have 25 seconds to answer each question. Each question is followed by four answer choices. Select the one that is best in each case. A clock will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes. |  |  |  |  |  |
| When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions. |  |  |  |  |  |
| **Section 2 − Interpretive Mode: Reading with Cultural Knowledge** |  |  |  |  |  |
| In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Russian. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question. |  |  |  |  |  |
| You may take notes as you read, but only on the scratch paper that will be provided. Your notes will not be graded. |  |  |  |  |  |
| Each question is followed by four answer choices. Select the one that is best in each case. |  |  |  |  |  |
| **Cultural Knowledge** |  |  |  |  |  |
| * The culture questions are in Russian and are part of Section 1 (Listening) and Section 2 (Reading). |  |  |  |  |  |
| * Questions focus on connections among the perspectives of the target culture and its practices and products. |  |  |  |  |  |
| **Section 3 − Interpersonal and Presentational Writing** |  |  |  |  |  |
| There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work. |  |  |  |  |  |
| Type your answers in Russian in the space provided by using the [Russian Input Method Editor (I**​**M**​**E)](https://typingkeyboards.com/google-input-tool-russian/). You should give as complete a response as possible. Your written Russian should be acceptable to a wide range of native speakers. |  |  |  |  |  |
| The IME method allows you to type in Russian by spelling Russian words phonetically using English characters. For example, to produce the word “Москва” you can type “Moskva”; to produce “подарок”, you can type “podarok”. To produce letters that have no close phonetic equivalents in English, you can type combinations of characters commonly used to transliterate such letters: for example, to produce the letter “щ”, you can type “sch”; to produce “я”, you can type “ya”. To produce the soft and hard signs “ь” and “ъ”, you can type the apostrophe “ ’ ”. |  |  |  |  |  |
| As you type, a dropdown menu will appear, offering you several spelling choices. To produce the top choice, you can select the space bar or the “Enter” key; to produce another choice, you can scroll down the list to the spelling you want and then select the space bar or the “Enter” key. |  |  |  |  |  |
| One of the choices will always be to keep the English characters as they are typed. Note that you should use English letters only in cases where they would normally be used in authentic Russian writing. Do not use English words as substitutes for words that should be written in Russian. |  |  |  |  |  |
| You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response. |  |  |  |  |  |
| Your writing will be evaluated on the following: |  |  |  |  |  |
| * Overall comprehensibility to a native speaker of Russian who is not accustomed to the writing of nonnative learners |  |  |  |  |  |
| * Accuracy and appropriateness of content |  |  |  |  |  |
| * Presentation of ideas in a related and logical manner |  |  |  |  |  |
| * Appropriateness of vocabulary |  |  |  |  |  |
| * Accuracy of grammar and mechanics (including spelling and diacritical marks) |  |  |  |  |  |
| * Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate) |  |  |  |  |  |
| * Appropriateness for a given task and/or reader (register) |  |  |  |  |  |
| * The extent to which each task is completed |  |  |  |  |  |
| **Interpersonal Writing: Response to an E-mail, Memo, or Letter** |  |  |  |  |  |
| You will be given an e-mail, memo, or letter to which you will write an appropriate response in Russian. First, read the e-mail, memo, or letter. Then, write your response in the space provided. |  |  |  |  |  |
| Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**. |  |  |  |  |  |
| **Presentational Writing: Opinion/Position Essay** |  |  |  |  |  |
| You will be asked to write an essay in Russian on a specific topic. First, read the topic. Then, write your response in the space provided. |  |  |  |  |  |
| Make sure that your essay includes reasons and/or examples to support your opinion. |  |  |  |  |  |
| Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**. |  |  |  |  |  |
| **Presentational Writing: Integrated Skills** |  |  |  |  |  |
| You will read a passage in Russian. This passage will appear in both the Writing and the Speaking sections. |  |  |  |  |  |
| After reading the passage, you will complete a writing task based on the passage. Your response must be written in Russian. Write your response in the space provided. |  |  |  |  |  |
| Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**. |  |  |  |  |  |
| **Section 4 − Presentational and Interpersonal Speaking** |  |  |  |  |  |
| This section includes three tasks and is designed to measure different aspects of your ability to speak Russian. Although you need not speak for the entire time allotted, you should give as complete a response as possible. |  |  |  |  |  |
| For each speaking task in the test, you will be given time to prepare your response and time to record your response. You may take notes **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses. |  |  |  |  |  |
| A voice on the recording will alert you to the beginning of the response time. Begin speaking when you hear the tone. A clock on your screen will indicate how much time you have left for your recording. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone. |  |  |  |  |  |
| Your speaking will be evaluated on the following: |  |  |  |  |  |
| * Overall comprehensibility to a native speaker of Russian who is not accustomed to interacting with nonnative speakers |  |  |  |  |  |
| * Accuracy and appropriateness of the content |  |  |  |  |  |
| * Presentation of ideas in a related and logical manner |  |  |  |  |  |
| * Appropriateness of vocabulary |  |  |  |  |  |
| * Accuracy of grammar and pronunciation |  |  |  |  |  |
| * Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate) |  |  |  |  |  |
| * Appropriateness for a given task and/or listener |  |  |  |  |  |
| * The extent to which each task is completed |  |  |  |  |  |
| If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. |  |  |  |  |  |
| **Presentational Speaking: Integrated Skills** |  |  |  |  |  |
| You will be asked to speak on a topic related to the passage you have already read. |  |  |  |  |  |
| First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response in Russian. |  |  |  |  |  |
| A clock will indicate how much time is remaining to plan your answer and to record your response. |  |  |  |  |  |
| A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible. When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous sections. |  |  |  |  |  |
| **Presentational Speaking: Express an Opinion or Make an Oral Presentation** |  |  |  |  |  |
| You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation. |  |  |  |  |  |
| You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Russian. |  |  |  |  |  |
| A tone will indicate when you should begin speaking. A clock will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible. |  |  |  |  |  |
| When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task. |  |  |  |  |  |
| **Interpersonal Speaking: Simulated Conversation** |  |  |  |  |  |
| You will participate in a simulated conversation within a context in Russian. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say. |  |  |  |  |  |
| You will have five turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock will indicate how much time is remaining to answer the question. |  |  |  |  |  |
| When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions. |  |  |  |  |  |